**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd grade** | | | **Date(s)**: Day 2 and 3 |
| **Unit Title: Task 3**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s): How do patterns help me skip count?**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead**  **Base ten blocks**  Large index cards | | **Student:**  Ten Blocks and Number Lines  Number Lines to Use for Performance Task  Sheet protector  Base-Ten Blocks  Pencil  Paper  Ruler | | | ***compare,***  ***less than ,***  ***greater than,***  ***equal to***  **base ten**  **tens**  **hundreds** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b)  **2.NBT.4**  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**  **I can read numbers to 1,000 using base ten, number names and expanded form.**  **I can use base ten blocks to count up.**  **I can compare three digit numbers using >,=,<.**  **I can compare three digit numbers and record the results.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Day 2:Have class to count to 100 by tens and then to 1,000 by 100s  Day 3:Place the number 500 on the floor and have students start at that number and bounce by counting by tens or/and hundreds. (as if on a number line) Model first. | | | | | |
| **Teacher Directed:Day 2: Explain to students that we can also use base ten blocks to count up by tens and 100s. Model starting at a number (39) tell students that you need to get to 89. Count up using base tens and adding a ten each time on the overhead. Model using several tens and several hundreds.**  **Day 3: Review using base tens to count up with a given number. Introduce using a number line to count up. Place a transparency of the model number line on the overhead. Model using it to count up from a given number. Say “If I have 250 boxes crayons and I need 630 boxes how may more boxes do I need?” Give several other examples and model before giving out student copies.** | | | | | |
| **Guided Practice:Day :2 Give students a set of ones tens and hundreds. With you the students should practice starting at a given number and using tens and hundreds to build up to another number. Students should record the numbers they create. (see Teacher guide for counting up…)**  **Day 3: Hand out a copy of the number lines (inside of a sheet protector) and dry erase markers to each student. Give students a number to begin with and allow them to manipulate the number lines with several examples.** | | | | | |
| **Independent Practice:**  **Day 2: Students will be given a set of starter numbers and a stopping number. They will use base ten blocks to count on to see how many tens or hundreds they had to add to build up to the stopping number and record.**  **Day 3: Students create their own number line with their own theme using a ready-made template. When they are done creating their number lines they will use them to practice in a station.** | | | | | |
| **Closing/Summarizing Strategy:**  **Share around the room one of your numbers and how you counted up.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Pose “What if” questions:  What if you need  2,000 of each item  in the school  supply store?  3,000? 500? | | | | |  | | --- | | Give students the appropriate number line to use for each item.  Limit number of items to complete to 2 or 3; use number line only once.  Use color coding to help students skip-count by different intervals (for example: **red**=100)  Show using Base-Ten blocks; Label “counting on” strategy so students are able to keep track of the numbers. | | | | |  | | --- | | Pre-teach vocabulary: ***compare, less than , greater than, equal to***  Include these words and math word wall cards for math dictionary. | |
| **Assessment(s):use of completed number lines and ability to count up and tell how many are needed using base tens and number line.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |
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